

2006- 2007
ADULT BASIC EDUCATION PROJECT SUMMARY
CONTINUATION /EXTENSION PLAN
7/1/06-6/30/07

PLEASE SUBMIT BY MAY 31, 2006

1. Applicant: _____
2. Administrator: _____
3. Person Responsible for Project: _____
4. Title: _____
5. Date Application Submitted: _____ Date Received : _____

PERFORMANCE MEASURES:

- In the narrative section of the Extension Plan you addressed your target performance and set new target goals. Consider your program performance, the percent of your target served, and your regional employment and Census data prior to identifying your action plan for continuous program improvement in the coming year. Identify any patterns/trends/ opportunities that you uncover as you analyze your data. See Website address page to assist you. It is located at the back of your packet.
- Trend/ Pattern/ Opportunity-
- Trend/Pattern/ Opportunity-
- Trend/ Pattern/ Opportunity-

PROGRAM IMPROVEMENT PLAN FORMAT

- Fill out the following information for each area.
 1. List the area of your program improvement activity
 2. What problem are you planning to solve about this area or what question will you work through regarding this area?
 3. What data or other information did you review about the problem? In other words, on what

are you basing your need for improvement?. What aspect of your program's operations needs to be addressed based on your review of data or other information?

4. What group of learners is the target population for the program improvement activity?
5. What new practices, procedures, or materials will you use (or think about using) in your program to improve services or address the problem? If you have the information, provide the name of the training or program that you will use (Calif. ESL Curriculum for example) or a description of the overall practices that you will implement. **OR**

What resources will you consult to identify a new practice or procedure that might be used?

6. In what ways do you believe will this new practice or procedure improve your program?
7. Which staff (name, function, e.g., instructor) will implement the new practice or procedure?
8. What resources-e.g. training, materials, additional space, or other items are needed for the new activity?

Fiscal Resources.....
 Administrative Authority.....
 Training.....
 New Policies.....
 New Information.....
 External/Expertise/Consultant.....

9. If you have internal or external barriers, list these barriers
10. List the key steps that you will undertake in planning for the use of the new practice

or procedure and the timeline for these steps that you will take to do this. For those who have identified a practice or procedure, list the steps that you will take prepare for implementing the practice or procedure.

Steps (add your steps after the examples)	Beginning Date	End Date
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Locate and obtain materials	_____	_____
Learn how to use new practice/	_____	_____
Procedure integrate new practice	_____	_____
Into current practice	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

11. What outcomes do you expect to have as a result of using new practices or procedures for:

- a) The program:
- b) The learners:
- c) Your own practice (if relevant)

12. List the types of information that might be collected to assess whether the practice or procedure was used and whether the outcomes were achieved.

- a) Information to determine whether new practice or procedure was used: _____

- b) Information to determine program outcomes: _____

- c) Information to determine learner outcomes: _____

Please contact Cheryl Engel at csengel@sde.idaho.gov or (208) 332-6933 to obtain the necessary assurances to include and submit with your continuation application for 2006-07.

**STATE DEPARTMENT OF EDUCATION
ADULT EDUCATION SERVICES TITLE II ADULT BASIC EDUCATION GRANTS
BUDGET CATEGORIES FY 2006-07**

INSTRUCTIONAL BUDGET

- **Salaries and benefits** associated with such things as arranging instruction, providing resources for instructional activities, instruction, recruiting tutors and students, assessing students, advising students, match tutoring with students, curriculum development, incorporating secondary standards approaches into basic skills teaching, learning, and assessment.
- **Goods and Services** to be used by personnel budgeted to the instructional category and other necessary goods and services needed for instruction. Typical items would include supplies and materials, assessment materials, printing, telephone, postage copying and fax, equipment (less than \$5,000 per unit cost), utilities, rentals and leases (classrooms/lab).
- **Travel** related to instructional activities and for personnel budgeted to the instructional category.
- **Equipment** to be used by staff coded to the instructional category or for equipment used for instructional purposes. Items budgeted in this category must have a value of \$5,000 or more per unit cost and have a useful life in excess of one year.

Note: If expenses are for administrative activities as defined below, even though it's for personnel coded to the instructional budget, those costs must be budgeted as administration. Example, if an instructor attends training on ESL instruction, the costs of attending that training would be budgeted as administration because personnel development/staff development activities are considered administration.

ADMINISTRATION BUDGET (The administration budget may not exceed 5%)*

- Salaries and benefits associated with program planning, administration, personnel development, and interagency coordination. Such items might include accountability data input, coordination between department and other agencies regarding administrative record keeping, setting up policies for support services between different department/agencies, planning and working with workforce partners, recruiting and supervising staff and volunteers other than tutors and students, system wide assessment activities (does not include individual student assessment), etc.
- Goods and services for personnel who are budgeted in the administration category that are required to administer the program. Items would include supplies and materials, printing, telephone, postage copying and fax, equipment (less than \$5,000 per unit cost), utilities, rentals, and leases. Please note that faculty office space should be coded to program administration under goods and services whereas classroom/lab space is to be coded to the instructional category.
- Travel related to administration activities and for personnel budget to the administration category.

- Equipment to be used by staff coded to the administration category or for equipment used for administrative purposes. Items budgeted in this category must have a value of \$5,000 or more per unit cost and have a useful life in excess of one year.
- Indirect is to cover such costs as operation, maintenance, library, and student administration expenses that cannot be clearly allocated to an individual program.

(The administration budget may not exceed 5%)*

Please Note: According to AEFLA Sec. 233, local eligible providers may not use less than 95 percent of grant funds for carrying out adult education and literacy activities; and the remaining amount, not to exceed 5 percent, shall be used for planning, administration, personnel development, and interagency coordination. However in cases where the cost limits are too restrictive the law does allow each agency to negotiate with SDE/ABE to determine an adequate level of funds to be used for non-instructional purposes. Any approved basic skills provider may propose an administrative rate higher than five percent in order to:

1. Carry out any of the necessary and reasonable tasks associated with implementing, maintaining, operating, and reporting on the required accountability system. Allowable costs include: TOPS personnel, assessment supplies and materials, assessment training, assessment and reporting hardware and software, data entry.
2. Carry out specific state and local program improvement strategies based on state leadership priorities and local program evaluation/review. Allowable costs include staff time for staff meetings, planning sessions, statewide activities, training, conferences, and meetings.

Requests for an increase in the administrative cap must be submitted with your Comprehensive Grant Continuation Application Budget, describe the specific activities that the proposed increase would cover, and include an assurance that the additional administrative monies will be tracked separately and used exclusively for the accountability and program improvement costs described in the request. .

PROPOSED BUDGET

THIS IS NOT AN APPROVED BUDGET

NOTE: This budget sheet is required in order to identify expenditures for your proposed project. If the project is approved, you will be required to submit a final budget request. Expenditures for this project will not be approved until the final budget is processed.

PROJECT TITLE: _____ **APPLICANT:** _____

GRANT YEAR: _____

FUNDING: ☐ Federal ☐ State ☐ Both

EXPENDITURE CLASSIFICATION	FEDERAL	STATE	TOTAL
.100 Professional Salaries	\$	\$	\$
.120 Graduate Asssistants/Aides	\$	\$	\$
.130 Technician	\$	\$	\$
.140 Secretarial/Clerical	\$	\$	\$
.150 Other Salaries	\$	\$	\$
.200 Employee Benefits	\$	\$	\$
.300 Purchased Services	\$	\$	\$
.400 Supplies and Materials	\$	\$	\$
Travel			
In-State \$_____			
.500 Out-of-State \$_____	\$	\$	\$
.600 Equipment	\$	\$	\$
.700 Indirect Costs	\$	\$	\$

TOTAL	\$	\$	\$
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FORM A - Federal Funds**BUDGET BACKUP****DETAILED BUDGET INFORMATION**

Please complete the budget information requested below for each line item in the budget. This section will provide additional information about how the requested funds will be used. If more space is needed please duplicate these pages.

.100 SALARIES:

Includes anticipated expenditures for salaries or personnel performing direct services for a project. Salaries may not be paid on any contract in excess of that which has been paid to the person in performance of their regular responsibilities and/or a salary commensurate with that received by a person for similar responsibilities. Include an itemized breakdown of all funds to be paid to the person; i.e., monthly salary rate, percentage of time devoted to the project activity, job title, etc.

AEFLA Funds Requested for Salaries:

\$ _____

Explanation:

Professional Salaries **.110**

Full-time and part-time faculty = \$

Graduate Assistant/Aides Salaries **.120**Technician Salaries **.130**Secretarial/Clerical Salaries **.140**Other Salaries **.150**

.200 EMPLOYEE BENEFITS:

An itemized breakdown of fringe benefit costs must be included for each staff member. Fringe benefits are considered as those additional to regular salary, which are received by all employees. They will generally include such items as insurance, life and health, retirement, and social security.

AEFLA Funds Requested for Employee Benefits: \$ _____

Explanation:

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.300 PURCHASED SERVICES:

Expenditures include anticipated expenditures for services rendered through special arrangements with a company, person or other educational agency or institution. These are considered sub-contracted services and are reserved to offset costs incurred by employment of consultant-type personnel or services not available within the capabilities of the participating agency. Personnel records are not usually maintained for individuals performing contractual services, nor are these persons usually eligible for personnel benefits that may accrue to regular full-time staff members. However, they are eligible to receive consulting fees and per diem at prevailing state rates. Consultant travel should be itemized under this category and not under travel. Any equipment rented for use during the term of the contract is considered a contractual service.

AEFLA Funds Requested for Purchased Services: \$ _____

Explanation:

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.400 SUPPLIES AND MATERIALS:

Expenditures refer to a consumable item of which the item cost is less than \$1,000. A separate form is included, which allows additional space to itemize costs under this budget line item.

AEFLA Funds Requested for Supplies and Materials: \$ _____

Explanation:

--

.500 TRAVEL

Under these line items, itemize all anticipated project staff travel. Travel shall be computed according to prevailing state rates or the applicant's agency rate, whichever is lower; including mileage, per diem, lodging, and estimated parking. No out-of-state travel is authorized unless approved as part of the original application. If out-of-state travel is required in a proposal, detailed budget notes must be developed and include; a) name(s) or position(s) of traveler(s), b) type of meeting planned, c) date of activity, d) estimated expense of trip lodging, meals, travel, registration fees, etc., and e) justification of needing

to attend the meeting. Such travel shall be negotiated and approved only if it has a direct relationship and benefit to the conduct of a project. Consultant travel is not included under this category, but shall be itemized in PURCHASED SERVICES.

AEFLA Funds Requested for Travel: \$ _____

Explanation:

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.600 EQUIPMENT:

All non-consumable items should be itemized to the extent that the State Director of Adult Education is aware of the types required and their respective use to accomplish the objectives of the project. Equipment cost may include postage and/or transportation fees, but may not include any handling fees or surcharges made by the grantee. Equipment is defined as an article of tangible personal property having a useful life more than one year and a cost of \$1,000 or more. Unless software is purchased as part of an equipment package, all software should be purchased under supplies and materials. Details on the equipment purchases will be filled out on the Form I – Equipment Form.

AEFLA Funds Requested for Equipment: \$ _____

Explanation:

--

.700 INDIRECT COST:

Indirect costs are limited by AEFLA to 5%.

AEFLA Funds Requested for Indirect Costs: \$ _____

Explanation:

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SUPPLIES AND MATERIALS ADDENDUM FOR AEFLA FUNDS
Line Item .400

Applicant _____

Project Name _____

A consumable item is defined as a material item of an expendable nature that is consumed, worn out, or deteriorated in use, or one that loses its identity through fabrication or incorporation into a different or more complex unit or substance.

- a. Includes anticipated expenditures for supplies required to conduct the activity. This should only include supplies necessary for the conduct of the activity over and above regular office operational costs. Be specific in itemizing these costs.
- b. Includes anticipated expenditures for supplies used in the classroom for direct instruction only.
- c. Unless software is purchased as part of an equipment package, all software should be purchased under supplies and materials.

Total AEFLA funds requested: \$_____

[illegible]

Use as many copies of this form as needed to report all Supplies and Materials expense.

FORM B – State Funds**BUDGET BACKUP****DETAILED BUDGET INFORMATION**

Please complete the budget information requested below for each line item in the budget. This section will provide additional information about how the requested funds will be used. If more space is needed please duplicate these pages.

.100 SALARIES:

Includes anticipated expenditures for salaries or personnel performing direct services for a project. Salaries may not be paid on any contract in excess of that which has been paid to the person in performance of their regular responsibilities and/or a salary commensurate with that received by a person for similar responsibilities. Include an itemized breakdown of all funds to be paid to the person; i.e., monthly salary rate, percentage of time devoted to the project activity, job title, etc.

State Funds Requested for Salaries:

\$ _____

Explanation:

Professional Salaries **.110**

Full-time and part-time faculty = \$

Graduate Assistant/Aides Salaries **.120**Technician Salaries **.130**Secretarial/Clerical Salaries **.140**Other Salaries **.150**

.200 EMPLOYEE BENEFITS:

An itemized breakdown of fringe benefit costs must be included for each staff member. Fringe benefits are considered as those additional to regular salary, which are received by all employees. They will generally include such items as insurance, life and health, retirement, and social security.

State Funds Requested for Employee Benefits: \$ _____

Explanation:

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.300 PURCHASED SERVICES:

Expenditures include anticipated expenditures for services rendered through special arrangements with a company, person or other educational agency or institution. These are considered sub-contracted services and are reserved to offset costs incurred by employment of consultant-type personnel or services not available within the capabilities of the participating agency. Personnel records are not usually maintained for individuals performing contractual services, nor are these persons usually eligible for personnel benefits that may accrue to regular full-time staff members. However, they are eligible to receive consulting fees and per diem at prevailing state rates. Consultant travel should be itemized under this category and not under travel. Any equipment rented for use during the term of the contract is considered a contractual service.

State Funds Requested for Purchased Services: \$ _____

Explanation:

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.400 SUPPLIES AND MATERIALS:

Expenditures refer to a consumable item of which the item cost is less than \$1,000. A separate form is included, which allows additional space to itemize costs under this budget line item.

State Funds Requested for Supplies and Materials: \$ _____

Explanation:

--

.500 TRAVEL

Under these line items, itemize all anticipated project staff travel. Travel shall be computed according to prevailing state rates or the applicant's agency rate, whichever is lower; including mileage, per diem, lodging, and estimated parking. No out-of-state travel is authorized unless approved as part of the original application. If out-of-state travel is required in a proposal, detailed budget notes must be developed and include; a) name(s) or position(s) of traveler(s), b) type of meeting planned, c) date of activity, d) estimated

expense of trip lodging, meals, travel, registration fees, etc., and e) justification of needing to attend the meeting. Such travel shall be negotiated and approved only if it has a direct relationship and benefit to the conduct of a project. Consultant travel is not included under this category, but shall be itemized in PURCHASED SERVICES.

State Funds Requested for Travel:

\$ _____

Explanation:

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600 EQUIPMENT:

All non-consumable items should be itemized to the extent that the State Director of Adult Education is aware of the types required and their respective use to accomplish the objectives of the project. Equipment cost may include postage and/or transportation fees, but may not include any handling fees or surcharges made by the grantee. Equipment is defined as an article of tangible personal property having a useful life more than one year and a cost of \$1,000 or more. Unless software is purchased as part of an equipment package, all software should be purchased under supplies and materials. Details on the equipment purchases will be filled out on the Form I – Equipment Form.

State Funds Requested for Equipment:

\$ _____

Explanation:

--

SUPPLIES AND MATERIALS ADDENDUM FOR AEFLA FUNDS
Line Item .400

Applicant _____

Project Name _____

A consumable item is defined as a material item of an expendable nature that is consumed, worn out, or deteriorated in use, or one that loses its identity through fabrication or incorporation into a different or more complex unit or substance.

- d. Includes anticipated expenditures for supplies required to conduct the activity. This should only include supplies necessary for the conduct of the activity over and above regular office operational costs. Be specific in itemizing these costs.
- e. Includes anticipated expenditures for supplies used in the classroom for direct instruction only.
- f. Unless software is purchased as part of an equipment package, all software should be purchased under supplies and materials.

Total State funds requested: \$ _____

Quantity	Item Requested	Use	Unit Cost	Total Cost

Use as many copies of this form as needed to report all Supplies and Materials expense.

IDAHO STATE DEPARTMENT OF EDUCATION
Office of Adult Basic Education
Bureau of Certification/ Professional Standards and Adult Services
PO Box 83720
Boise, Idaho 83720-0027
Tel: (208) 332-6933
Fax: (208) 334-6205
E-mail: csengel@sde.state.gov

TO: Federally Funded Adult Education Program Directors

FROM: Cheryl Engel, Adult Basic Education and GED Coordinator
Bureau of Certification/Professional Standards and Adult Services

DATE: March 1, 2006

SUBJECT: Idaho Adult Basic Education Extension Application for FY 07.

The State Department of Education is pleased to forward you the 2006-2007 continuation application for the Idaho Adult Basic Education supported under the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act.

Since the Workforce Investment Act was not reauthorized last year, the Idaho State Department of Education will exercise its option to extend current grants for an additional year. Year-end evaluations will ensure that all projects have met the standards established by the eligible entity and that all goals have been achieved. Projects not meeting the established standards will be identified for Department intervention.

The continuation application for July 1, 2006 - June 30, 2007 may be accessed at the Department's web-site: adult education at <http://www.sde.state.id.us> (On the menu, Click onto "Education" and "Programs")

The application(s), as applicable, must be received by the State Department of Education no later than **May 31 2006. Faxed or emailed copies of the application(s) will not be accepted.**

Please call Cheryl Engel at (208) 332-6933 if you require additional information.

Applications may be mailed or delivered to:

Cheryl Engel
Idaho State Department of Education
Bureau of Certification/Professional Standards and Adult Services
PO Box 83720
Boise, Idaho 83720-0027

We are pleased to make this opportunity available and look forward to receiving your application.

**IDAHO STATE
DEPARTMENT OF EDUCATION**

OFFICE OF ADULT BASIC EDUCATION

Bureau of Certification/Professional Standards and Adult Services

IDAHO ABE CONTINUATION APPLICATION FOR 2007

Program Improvement Project

July 1, 2006 - June 30, 2007

Application Due: May 31, 2006

IDAHO STATE DEPARTMENT OF EDUCATION

Cheryl Engel
Adult Education and GED Coordinator

IT IS THE POLICY OF THE IDAHO STATE BOARD OF EDUCATION THAT NO PERSON SHALL BE EXCLUDED FROM PARTICIPATION IN, DENIED THE BENEFITS OF, OR OTHERWISE DISCRIMINATED AGAINST UNDER ANY PROGRAM, INCLUDING EMPLOYMENT, BECAUSE OF RACE, COLOR, RELIGIOUS CREED, SEX, AGE, OR NATIONAL ORIGIN.

**2006-2007 ADULT EDUCATION PROGRAM CONTINUATION APPLICATION
WORKFORCE INVESTMENT ACT, TITLE II
ADULT EDUCATION AND FAMILY LITERACY**

GENERAL INFORMATION

A. Introduction/Purpose

The State Department of Education is pleased to extend currently funded Adult Basic Education program grants for the period July 1, 2006 through June 30, 2007. Year-end evaluations must ensure that all projects have met the standards established by the eligible entity. Projects not meeting the established standards may receive technical assistance or may have its funding reduced.

The guiding principles of the law are those of partnership, flexibility, accountability, and improved quality of services. The purpose of Title II – Adult Education and Family Literacy Act is to create partnerships to:

- assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and
- assist adults in the completion of a secondary school education.

B. Grant Awards

THE LEVEL OF AVAILABLE DOLLARS MAY BE REDUCED BASED ON THE ALLOCATION OF FEDERAL FUNDS. GRANTS ARE NOT FINAL UNTIL THE AWARD LETTER IS EXECUTED. The State Department of Education reserves the right to make grant and contract awards under this program without discussion with the applicant. Continuation applications should represent the applicant's best effort from both a technical and cost standpoint.

C. Matching Funds

Applicants must provide a minimum of 25 percent (25%) in matching funds for all federally funded programs. Matching funds may include expenditures from state, local and other non-federal sources for adult education programs, services and activities, as defined in the Adult Education and Family Literacy Act. Matching funds may be cash or in-kind but must be able to be clearly documented.

D. Administrative Costs

According to the Workforce Investment Act, Title II: "Adult Education and Family Literacy Act," at least 95 percent (95%) of an eligible recipient's federal grant award must be expended for adult education instructional activities. The remaining amount, not to exceed 5 percent (5%), may be used for local administrative costs, including planning, administration, evaluation, personnel development, and coordination. In cases where the administrative cost limit is too restrictive and would provide insufficient funds for the aforementioned non-instructional purposes, a grant applicant may submit a written request to the ABE Coordinator, Bureau of Certification/Professional Standards and Adult Services to negotiate a higher administrative funding level.

APPLICATION GUIDELINES AND REQUIREMENTS

A. Application Cover: A model for the format of the cover page is provided. The cover page must contain all required information.

B. Application Narrative: The narrative includes the questions that should be described. They are the major components of the program design. You are only required to add new information. If the information under the question remains the same as last year, it is not necessary to respond to that question. Any changes from the previous year of the project should be noted.

C. AIDDE Continuous Program Improvement Project: The AIDDE process includes an Analysis of 2004-05 program data, Identification of the problem you plan to study this year, Design of process, Documentation of results, and Evaluation of the process.

D. Indicators of Performance: The State Department of Education (SDE) is in the process of renegotiating performance levels for FY07 with the U.S. Department of Education for each of the core indicators. It is expected that the indicator percentages will change; however, they are included for your consideration and planning.

E. Budget and Budget Narrative: Using the budget format, prepare a budget for federal project costs for the period of July 1, 2006 to June 30, 2007. A detailed line item budget narrative must accompany the proposal. It must identify all costs associated with the project and support the project purpose and objectives.

The proposal must provide assurance that federal funds will not be co-mingled with state or local funds. Costs proposed are to be those which are above and beyond normal operational costs and must be attributed to the project described in the proposal. Local matching funds of 25% percent must be provided for all projects. Applicants anticipating administrative costs in excess of 5 percent (5%) must submit a request to negotiate a waiver with their proposal.

F. Certifications: One of the three (3) copies of the proposal must bear the original signature(s) of the authorized official(s) of the applicant on the Certification Regarding Debarment and Suspension, and the Certification Regarding Drug-Free Workplace Requirements (Appendix H).

G. Statement of Assurances: One of the three (3) copies of the proposal submitted must bear the original signature(s) of the authorized official(s) of the applicant on the Statement of Assurances (Appendix I).

H. Use of Faxed Copies: Facsimile ("Faxed") copies of proposals will not be accepted. Only applications with the original signatures will be accepted as timely filed. The application must be received by the State Department of Education no later than **May 31, 2006**.

**NARRATIVE
CONTINUATION APPLICATION FOR ABE 2006-2007
UNDER THE 1998 ADULT EDUCATION AND FAMILY LITERACY STATE PLAN**

To assist in our thinking and linking our planning to the Abt Framework of ABE Program Operations prepared by Judy Alamprese, we have inserted headings from the Framework before various components of the Continuation Application. These are in italics before the appropriate framework. PLEASE USE FLOW-CHARTS, TABLES, AND GRAPHS WHEREVER IT WOULD ASSIST UNDERSTANDING AND SHORTEN.

1.0 CERTIFICATIONS AND ASSURANCES

PROGRAM ENVIRONMENT (PROGRAM CAPACITY may influence response.)

2.0 NEEDS ASSESSMENT

Have the demographics and needs of your area changed significantly since you submitted your five-year plan (99-00 multi-year proposal) or your subsequent applications? For example, has the area seen an increase in limited English speakers or unemployment? If there have been changes that will require you to make accommodations in your program, please briefly describe. If there have been no real changes in your region, or if you have no plans for specific program changes to meet shifting demographics, skip this question. Please give at least two examples of either challenges, opportunities, or barriers facing employees with less than college or technical training. Please comment on any role your program might play in workplace or work based literacy.

PROGRAM RECRUITMENT AND INTAKE & ASSESSMENT AND INSTRUCTION

3.0 ADULT EDUCATION AND LITERACY ACTIVITIES

3.1 Intake and Placement: Do you have large group orientations for English speaking students at specifically scheduled times? Some programs run one or more intake sessions a week. Is there also an attempt to reach as many students as possible in fall, spring, and summer with publicized enrollment period/orientation/intake? Does this differ between main sites and satellites? Please make this as clear as possible, since we need to standardize intake and goal setting this coming year.

How often?

What percent usually enter the program through the large group intake?
Are the TABE or other tests given at this time, or in conjunction with the intake session?

Is the intake/orientation performed by ABE staff? If not, by whom?

If not using large group orientation at all, how do you handle orientation and intake?

How does your program handle identifying student goals, particularly those related to employment, post-secondary enrollment, and GED?

How is ESL intake handled?

Who is responsible for assisting ESL students with their intake forms?

Who administers the CASAS or BEST? (TABE should probably not be used for ESL placement, at least originally. It may be used for students who are transitioning.)

Which other assessment instruments are used and for whom? (For both English speakers and limited English proficiency students)

Is there any particular information on your intake or placement process that you would like to share? That is, in addition to the common information collected by all IMAS users. You may also attach an agenda of your orientation(s). Since many of you stated that intake and goal setting were targets for improvement in 05-06, please state the improvements you made to your process and any program data that might be available to support your improvement outcomes if you have not already done so above.

3.2 Does your program utilize a common core curriculum for ABE, GED Prep, and ESL?

Could you give examples? For instance, in reading, writing, and math below the 6.0 GE (Beginning Literacy, Beginning ABE, Low Intermediate), what is your curriculum? Is this the same for Outreach? Summarize, do not go into detail unless you wish to use an attachment. *Some programs had problems answering this question in the past. It refers to common curricular materials. For example, suitable portions of answers were "For levels one and two reading students, the New Reader's Press series and Laubach phonics and stories are used. . . . The Essential Mathematics for Life series is used for all levels of ABE Math. The instructor also assigns Skills Bank lessons to complement the topics covered in class." The following example is not very useful or informative; in addition, it appears impossible considering the size of our programs and our funding: "We use a learner centered approach. All instruction is individually planned and developed for each student depending on his or her goals and needs."*

If this has not changed, or there are no plans for change this year, you may refer to the prior year's application.

PROGRAM IMPROVEMENT

- 4.0** Since the informed use of program data is essential to measuring program effectiveness, briefly describe your program's process of using data. To assist you in addressing this question, we have included two data flow charts. This may help you focus your discussion. Please identify at least one area for attention this year. For instance, who is responsible for the IMAS; who is responsible for student exit and progress information; what is the procedure for communication with the data person(s); how often does staff review program data, etc.?

What process do you use to engage staff in program improvement planning? Which staff (all, key)? How do you assist outreach teachers in understanding the expectations and purposes of ABE and data collection?

What is your internal evaluation process on the effectiveness of your program? This question refers to ABE, not to your host institution. This question allows you to briefly elaborate on processes not mentioned in the above questions regarding using data. You do not need to make any comment here if you do not choose.

PROGRAM MANAGEMENT, PROGRAM IMPROVEMENT, PROGRAM EFFECTS

5.0 PERFORMANCE MEASURES

Attach a copy of the Performance Measures Worksheet for your program. Comment briefly on your past, current, and predicted performance. Have you made modifications to your predictions? If so, why?

If your performance is below that of the state's average predictions or actual averages, please explain. What steps will you take this year to come closer to the state's predictions or actual averages?

If your performance, or predicted performance, is above the state's average, to what do you attribute your success?

MEASURING PROGRESS AND LEVEL MOVEMENT: Complete the attached worksheet on pre- and post-testing. Obviously you will not have complete post-testing data for this year, but you can calculate on those students who have exited the program at the time you complete the worksheet and/or you can include a footnote on what you anticipate by the completion of the program year. You probably simply want to predict based on your knowledge of what has occurred thus far in the year. If your post-testing numbers and contact hours for those below the adult secondary level are

low, what do you consider the explanation and what steps do you intend to take to improve your program's effectiveness? Since IMAS tracks your pre and post testing data for the year and you are still working with the reporting system, omit this worksheet this year, but if your post-testing numbers and contact hours for those below the adult secondary level were low last year, address what steps you intend to take to improve your program's effectiveness. If you choose to address this in your AIDDE Continuous Improvement Plan, please state that here and address it in the AIDDE section of the plan.

PROGRAM ENVIRONMENT, PROGRAM CAPACITY, PROGRAM RECRUITMENT AND INTAKE, PROGRAM EXPOSURE

- 6.0** Are you planning specific activities this coming year for specific populations, such as parents or families, employees on the worksite, etc.? Briefly describe your planned recruitment and activities and indicate if funds other than ABE will be used in part or fully. (This question refers to section 8.0 of the State Plan and Section 2, Needs Assessment of this application. Give at least one example driven by information in the Needs Assessment.)

List your planned outreach sites and the approximate number of students you expect to serve. (It is understood that there may be changes depending upon attendance and requests.) _Also indicate the percentage of your budget that you plan to use for outreach service.

PROGRAM EXPOSURE AND PROGRAM ENVIRONMENT

- 7.0** (Refers to Section 11.0 of State Plan) Are you planning any institutionalized /incarcerated services this year? If yes, please briefly explain the results of these efforts in the past, average student hours, etc., as well as estimated cost per student. Also briefly explain how you deliver services to this population. Some of our activities in these settings have not appeared very productive. Be specific about past results, cost, and the need to proceed with these efforts.

PROGRAM IMPROVEMENT

- 8.0** Are you requesting Leadership and Professional Development funds this year? If so, please briefly and specifically explain how these funds will be used to improve the quality of your program? Activities must relate to your goals. List goals and cost projections. Base all Leadership and Professional Development upon data analysis and use program and/or other data to show need and how your leadership plan will address the need. Your Leadership Plan should also support your AIDDE plan.

SUPPORT SERVICES, PROGRAM EXPOSURE, PROGRAM EFFECTS, PROGRAM MANAGEMENT, PROGRAM RECRUITMENT AND INTAKE

- 9.0 Please provide a chart of collaboration. (These charts have been very beneficial when the state office has been queried about partnerships and collaborations, particularly CBO's and faith-based organizations.)**

Adult Education Performance Measures Worksheet

V

Core Indicator #1: Demonstrated Improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy problem-solving, English Language acquisition, and other literacy skills. State performance projections for years 05-06 and 06-07 are bolded to the right of 05-06 and 06-07. In preparing the extension plan for submission by the end of May 31, 2006, you will not have a total "actual" number for 05-06 but you will have the state targets. Please submit your estimated projections for 06-07 based upon your program's past performance and the state averages. The State ABE Director will review your projections with you prior to approval.

Performance Measures	Year 03-04 Actual	Year 04-05 Actual	Year 05-06 Estimated	Projections 06-07
Beginning Literacy ABE The percentage of adult learners enrolled in Beginning Literacy ABE who completed that level. (If completed level ÷ # enrolled = completion rate)	# _____ _____% of beginning literacy enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.	# _____ _____% 37% State	_____% 31% State	_____% 38% State
Beginning Basic Education ABE The percentage of adult learners enrolled in Beginning Basic ABE who completed that level. (If completed level ÷ # enrolled = completion rate)	_____%	_____% 34% State	_____% 31% State	_____% 34 % State
Low Intermediate ABE The percentage of adult learners enrolled in Low Intermediate ABE who completed that level. (If completed level ÷ # enrolled = completion rate)	_____%	_____% 37% State	_____% 36% State	_____% 37% State
High Intermediate ABE The percentage of adult learners enrolled in Low Intermediate ABE who completed that level. (If completed level ÷ # enrolled = completion rate)	_____%	_____% 34% State	_____% 35% State	_____% 36% State

Completed in the formula refers to those who completed the level & those who moved up one or more levels. I would also suggest that putting the number of students at the top of each percentage cell may make it more meaningful as you work and for readers. These notes apply to all pages.

Adult Education Performance Measures Worksheet

V

Core Indicator #1: Demonstrated Improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy problem-solving, English Language acquisition, and other literacy skills.

Performance Measures	Year 03-04 Actual	Year 04-05 Actual	Year 05-06 Estimated	Year 06-07 Projected
Beginning Literacy (ESL) The percentage of adult learners enrolled in Beginning Literacy ESL who completed that level. (If completed level ÷ # enrolled = completion rate)	_____% of beginning literacy enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.	# _____% 38% State	# _____% 30% State	# _____% 38% State
Beginning Basic Education (ESL) The percentage of adult learners enrolled in Beginning Basic ESL who completed that level. (If completed level ÷ # enrolled = completion rate)	_____%	_____% 37% State	_____% 26% State	_____% (Low) 37% State (High) 37%
Low Intermediate (ESL) The percentage of adult learners enrolled in Low Intermediate ESL who completed that level. (If completed level ÷ # enrolled = completion rate)	_____%	_____% 40% State	_____% 32% State	_____% 38% State
High Intermediate (ESL) The percentage of adult learners enrolled in Low Intermediate ESL who completed that level. (If completed level ÷ # enrolled = completion rate)	_____%	_____% 38% State	_____% 25% State	_____% 38% State

Adult Education Performance Measures Worksheet

V

Core Indicator #1: Demonstrated Improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy problem-solving, English Language acquisition, and other literacy skills.

Performance Measures	Year 03-04 Actual #	Year 04-05 Actual #	Year 05-06 Estimated #	Year 06-07 Projected #
Low Advanced ESL The percentage of adult learners enrolled in Low Advanced ESL who completed the level. (If completed level ÷ # enrolled = completion rate)	_____% of beginning literacy enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.	_____% 25% State	_____% 20% State	_____% Advanced ESL- 21%- State
High Advanced ESL The percentage of adult learners enrolled in High Advanced ESL who completed the level. (If completed level ÷ # enrolled = completion rate)	_____%	_____% 20% State	_____% 20% State	_____% Advanced ESL 21%- State
Low Adult Secondary Education The percentage of adult learners enrolled in Low Adult Secondary Education who completed the level. (If completed level ÷ # enrolled = completion rate)	_____%	_____% 42% State	_____% 42% State	_____% 42% State

Performance Measures Worksheet

Core Indicator #2: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.

Placement in Postsecondary Education or Training	Year 03-04 Actual #	Year 04-05 Actual #	Year 05-06 Estimated #	Year 06-07 Projected #
<p>The percentage of adult learners (with a goal of advanced education or training) who entered postsecondary education or training.</p> <p>(# entered postsecondary education/training ÷ # with goal of advanced education/training = postsecondary placement rate)</p>	<p>_____ % of beginning literacy enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.</p>	<p>_____ % 41% State</p>	<p>_____ % 26% State</p>	<p>_____ % 41% State</p>
<p>Placement in unsubsidized employment</p> <p>The percentage of adult learners not employed at program entry, with an employment goal, who entered unsubsidized employment by the end of the first quarter after program exit quarter.</p> <p>(# adults obtaining unsubsidized employment in the first quarter after program exit quarter ÷ # not employed adults, at entry, with an employment goal = employment rate)</p>	<p>_____ %</p>	<p>_____ % 72% State</p>	<p>_____ % 45% State</p>	<p>_____ % 54% State</p>
<p>Retention in Unsubsidized Employment</p> <p>The percentage of relevant adult learners who retained unsubsidized employment in the third quarter after exit quarter from the program.</p> <p>Note: Relevant adults are defined as:</p> <ol style="list-style-type: none"> Those enrolled adults employed at program entry with a job retention goal; Those enrolled adults not employed at program entry with an employment goal who obtained employment by the end of the first quarter after exit quarter. <p>(# relevant adults still employed in an unsubsidized job in the third quarter after program exit quarter ÷ # of relevant adults = job retention rate)</p>	<p>_____ %</p>	<p>_____ % 72% State</p>	<p>_____ % 45% State</p>	<p>_____ % 54% State</p>

Adult Education Performance Measures Worksheet

V

Core Indicator #3: Receipt of a secondary school diploma or its recognized equivalent.

High School Completion or GED	Year 03-04 Actual (00-01)	Year 04-05 Actual	Year 05-06 Estimated	Year 06-07 Projected
<p>The percentage of adult learners, with a high school completion goal, who earned a high school diploma or recognized equivalent.</p> <p>(# adult obtaining high school credential ÷ # adults with high school completion goal = high school completion rate)</p>	<p># _____</p> <p>% of beginning literacy enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.</p>	<p># _____</p> <p>% 45% State</p>	<p># _____</p> <p>% 25% State</p>	<p># _____</p> <p>% 45% State</p>

2006- 2007
ADULT BASIC EDUCATION PROJECT SUMMARY
ONE-YEAR CONTINUATION
****** EXTENSION YEAR EIGHT ******
7/1/06-6/30/07

1. Applicant: _____
2. Administrator: _____
3. Person Responsible for Project: _____
4. Title: _____
5. Date Application Submitted: _____ Date Received : _____

	STATE	FEDERAL
6. Amount requested for administration: Federal local administrative costs are limited to 5%, but may be negotiated higher to support additional planning, administration, personnel development, and/or interagency coordination.	_____	_____
7. Amount requested for direct instructional services: (teaching, tutoring, assessment, counseling)	_____	_____
8. Subtotal of primary ABE grant requested:	=====	=====
9. Amount requested for incarcerated or institutionalized, if any: (not to exceed 10% of federal request; should be less because total of state cannot exceed 10% of flow-through)	_____	_____
10. Total Amount of Funding Requested:	=====	=====
11. Amount of Local Contributions: (must equal or exceed 25% of total federal request and cannot be less than prior years).	_____	_____